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# Die Aufgabe der Zeitung in der deutschen Bevölkerungspolitik

Ansprache

des Herrn Reichs- und Preussischen Ministers des Innern  
Dr. Wilhelm Frick

bei der Eröffnung des siebenten zeitungsfachlichen Fortbildungskurses  
im Institut für Zeitungswissenschaften  
an der Universität Berlin  
am 21. November

1935



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des Herrn Reichsministers des Innern  
**Dr. Frick**  
auf der ersten Sitzung des Sachverständigenbeirats  
für Bevölkerungs- und Rassenpolitik  
am 28. Juni 1933 in Berlin



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- 4.—Correlación de los Ministerios de Educación y Sanidad en el problema de la infancia.
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- 7.—Las visitadoras escolares de higiene; su papel.
- 8.—La cooperación de la familia en la educación moral de la infancia. Formación y carácter.
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- 10.—La Psicología como base del sistema educacional.
- 11.—El problema de los aborígenes de América y su relación con la enseñanza elemental.
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- 13.—Los libros de lectura como instrumentos de educación higiénica.
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- 15.—La educación de los niños débiles.
- 16.—Las escuelas al aire libre.
- 17.—Las excursiones escolares.
- 18.—La educación de los niños anormales.
- 19.—Los parques escolares.
- 20.—Programas de educación higiénica.
- 21.—Los jardines de la infancia; su organización.
- 22.—Programas de educación física.
- 23.—La Cruz Roja de la juventud y su estado actual en América.
- 24.—El escoutismo escolar, su importancia sanitaria y educacional.

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## VI Congreso Pan-Americano del Niño

### Temas sobre educación

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- 1.—Las nuevas orientaciones de la educación social.
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QUE TENDRA LUGAR EN EL  
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# VI Congreso Pan Americano del Niño

## TRABAJOS Y ACTOS

DEL DIA 8 DE JULIO DE 1930

A las 9 y 30 a. m.—Partirán los señores Delegados del Hall del Hotel Bolívar para realizar una visita a los establecimientos de asistencia infantil, dependientes de la Sociedad de Beneficencia de Lima, según el siguiente itinerario: Cirugía Infantil, Visitas a la Academia Nacional de Medicina, "Estado actual de la educación primaria en el Uruguay".

Los profesores Enrique León García y Constantino Carvallo, jefes de esos servicios, harán la presentación de los mismos y las demostraciones a que haya lugar, dentro de la labor cotidiana.

Visita al "Fuericultorío Pérez Arambur" (Magdalena del Mar). El miembro de la Inspección e Inspector del establecimiento, doctor A. Pérez Arambur, guiará a los señores delegados durante el recorrido del local, haciendo las explicaciones pertinentes de sus diferentes dependencias.

Visita al Consultorio Dental Infantil, No. 2 (Calle de Sacramento de Santa Ana).—El Director de estos ambulatorios, doctor Miguel Dengra, atenderá a los visitantes y mostrará la manera que se llevan a cabo diariamente por el personal odontológico.

Visita a la Maternidad (Calle de San Bartolomé).—Los señores delegados que deseen pueden visitar el Instituto Obstétrico Ginecológico, donde el Prof. Enrique Febres Ortizola, Director de la Maternidad, mostrará las actuales dependencias y los planos de ampliación de la Escuela de Obstetricia.

Los señores delegados que deseen, así mismo, podrán ser conducidos a la sala para niños del Hospital Dos de Mayo y Golas de Leche, donde serán atendidos por los médicos directores y respectivos jefes de servicios.

Nota.—Un servicio especial de autos está previsto desde las 9 y 12 a. m., en el Hotel Bolívar, para conducir a los señores delegados de la Sección de Chile, al Instituto de Medicina Social de la Facultad de Medicina (Calle de Doña Elvira), sobre el siguiente tema: "La Escuela de Visitadoras Sociales del Ministerio de Bienestar Social de Chile".

(Concurrencia libre)

A las 5 y 12 p. m.—Recepción de los señores Profesores Americanos por la Facultad de Medicina de Lima.

(Programa especial).

A las 9 y 12 p. m.— Conferencia de los señores Delegados, en la Academia Nacional de Medicina, según el siguiente rol:

Dr. Emilio Fournié, Delegado de Uruguay, "Estado actual de la educación primaria en el Uruguay".

Dr. John D. Long, Delegado de Estados Unidos de América, "Sobre la mortalidad infantil en los distritos rurales".

Dr. Eugenio González Guerrero, Delegado de Argentina, "Servicios Otológicos en niños".

Dr. Carlos A. Díaz, Delegado de la Universidad de Córdoba, "Estudios de la Acondroplasia".

(Con proyecciones).

## TRABAJOS Y ACTOS

DEL DIA 9 DE JULIO DE 1930

A las 9 a. m.—Trabajo de las SECCIONES en el Salón de Conferencias del Hotel Bolívar.

A las 11 30 a. m.—Homenaje especial que tributará el VI Congreso Pan Americano del Niño a la Nación Argentina. Peregrinación a la estatua del Generalísimo José de San Martín para depositar coronas florales.

Palabras de los señores Delegados y de la Delegación Argentina.

A las 4 p. m.—Tercera SESION PLENARIA del Congreso, en el Palacio de la Exposición, de acuerdo con la siguiente:

### ORDEN DEL DIA

Presidencia del Dr. Baltasar Caravado.

### TEMAS

- 1.—Dr. Victor Escarcó y Anaya, Delegado del Uruguay: "El Psiquismo Infantil".
- 2.—Dr. José Ramón Bolón, Delegado del Ecuador: "Breves consideraciones sobre el Niño Ecuatoriano".
- 3.—Dr. Guillermo Arosemena, Delegado de Panamá: "Algunos aspectos generales de la obra para proteger a la Infancia en Panamá".
- 4.—Dra. Sophonisba Breckenridge, Delegado de EE. UU.: "El servicio social de Asistencia en Estados Unidos".
- 5.—Dr. João de Barros Barreto, Delegado del Brasil: "Sobre a Siphilis da Infancia do Rio de Janeiro".
- 6.—Dr. Z. A. Cárdenas Sinclair, Delegado del Perú: "El peso normal de las niñas en Lima".
- 7.—Dr. Gregorio Araoz Alfaro: "Profilaxia de la Tuberculosis Infantil".
- 8.—Dr. Teodosio Valledor, Delegado de Cuba: Trabajo similar.
- 9.—Dr. J. H. Mason Knox, Delegado de Estados Unidos: "La mortalidad entre madres y criaturas desde el punto de vista de los programas de salud de los niños".
- 10.—Dr. Francisco de la Torre, Delegado de la Universidad de Córdoba: Trabajo similar.
- 11.—"La mortalidad infantil en Córdoba".
- 12.—Dr. Amador Morino Reyna, Delegado del Perú: "Valor efectivo de los nuevos métodos profilácticos contra la tuberculosis infantil".
- 13.—Señorita Lucila A. Boylan, Delegada de la Cruz Roja Americana: "Mensaje de la Cruz Roja Nacional de los Estados Unidos".
- 14.—Conferencias en la Academia Nacional de Medicina: "La infancia en los países americanos".
- 15.—Dr. Isidro Espinosa de los Reyes, Delegado de México: "La protección a la infancia en México".
- 16.—Dr. José María Macera, Delegado de Argentina, "Azoemia con ceteropnea".

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*The Fundamentals  
of Child Protection*

*A Statement*

*of Basic Concepts*

*and Principles*

*Vincent DeFrancis*

Children's Division of The American Humane Association

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*A Statement on Protective Services for Children*

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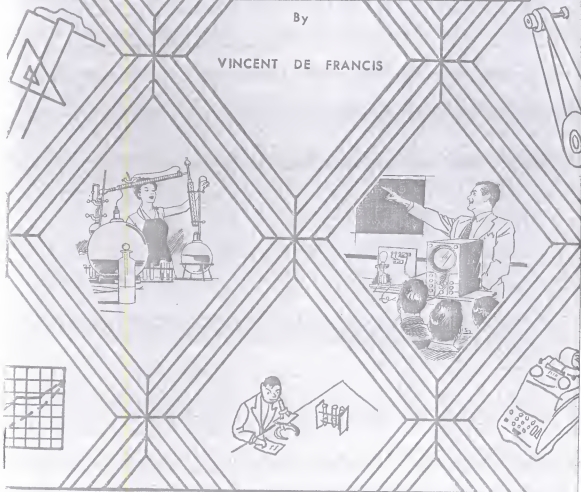
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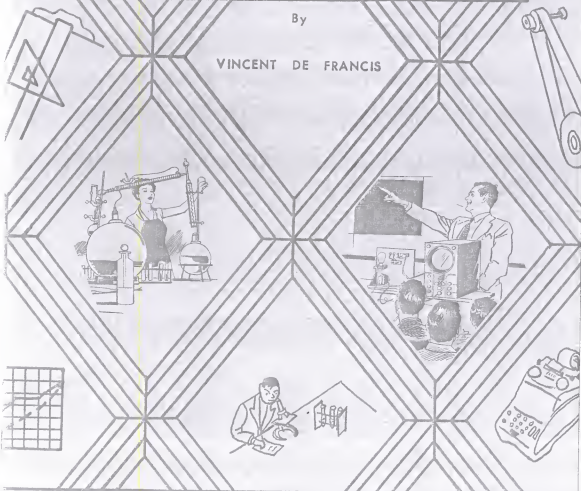
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Interpreting  
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OF  
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By Robert M. Mulford

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The Masterson Case

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The Nancy Smith Case

Neglected Child — Unmarried Mother

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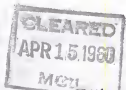
A community that plans soundly for its children needs a variety of resources for their care. One important resource is that of group care. This term is used for the care of children in various types of group settings and includes care in institutions of various sizes as well as in the small group home for approximately six to eight children. For some years many people frowned upon institutions because some provided such poor care. Some believed that all unadoptable children who had to be removed from their own homes should be placed in foster families. It is now well established that there are some children whose experiences have made it impossible for them to benefit from family living -- either their own home or a foster family -- until they have had a period of group care. The day by day group living experience integrated with other aspects of a well rounded group care program provides certain children with the new life experience which is essential if they are to make a satisfactory adjustment. In such an environment the child is actually re-educated and thus helped to surmount the problems which have necessitated his care in the institution.

Among the services needed in an effective institutional program are case work service, consultative service of a psychiatrist, an activities program geared to the needs and interests of the children under care, and an educational program. Good institutional care is expensive. However, nothing is more costly than poor care. If a child does not have the kind of care he needs, the consequences for him and the community can be devastating. Some have said, "Isn't it better to provide care for more children on a lower standard than for less children on a better standard?" Experience has borne out that one cannot successfully meet only part of a child's needs. When a child has diabetes and a tumor we do not say that a choice must be made as to which of the child's illnesses will be treated. Likewise, if children need good group care one cannot say "We will have to omit an activities program or casework service or psychiatric consultation because it is too costly to provide all of these services". Unless an agency furnishes adequate service there is real danger that its children will leave with more serious problems than they presented when they came.

Among the important developments in the institutional field have been the integration of casework services and group work services into the program.

Major responsibilities of the casework staff include careful determination of whether each child referred for care really needs to be moved from his family, and if so, determination of what type of care is best suited to the child (e.g. institution, foster family, etc.); consistent work with each child to help him overcome the problems which produced the need for care in the institution; work with parents while children are in the institution, and development of a plan for each child so that he will not remain in the institution indefinitely.

As will be shown later, most of the children coming to institutions today are suffering from problems and it has been demonstrated that the group living experience itself if thoughtfully planned, provides a curative environment which assists the child in his recovery. An increasing number of institutions are finding it valuable to have trained social group workers, as part of the staff team.



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SPRINGFIELD, ILLINOIS



A community that plans soundly for its children needs a variety of resources for their care. One important resource is that of group care. This term is used for the care of children in various types of group settings and includes care in institutions of various sizes as well as in the small group home for approximately six to eight children. For some years many people frowned upon institutions because some provided such poor care. Some believed that all unadoptable children who had to be removed from their own homes should be placed in foster families. It is now well established that there are some children whose experiences have made it impossible for them to benefit from family living -- either their own home or a foster family -- until they have had a period of group care. The day by day group living experience integrated with other aspects of a well rounded group care program provides certain children with the new life experience which is essential if they are to make a satisfactory adjustment. In such an environment the child is actually re-educated and thus helped to surmount the problems which have necessitated his care in the institution.

Among the services needed in an effective institutional program are case work service, consultative service of a psychiatrist, an activities program geared to the needs and interests of the children under care, and an educational program. Good institutional care is expensive. However, nothing is more costly than poor care. If a child does not have the kind of care he needs, the consequences for him and the community can be devastating. Some have said, "Isn't it better to provide care for more children on a lower standard than for less children on a better standard?" Experience has borne out that one cannot successfully meet only part of a child's needs. When a child has diabetes and a tumor we do not say that a choice must be made as to which of the child's illnesses will be treated. Likewise, if children need good group care one cannot say "We will have to omit an activities program or casework service or psychiatric consultation because it is too costly to provide all of these services". Unless an agency furnishes adequate service there is real danger that its children will leave with more serious problems than they presented when they came.

Among the important developments in the institutional field have been the integration of casework services and group work services into the program.

Major responsibilities of the casework staff include careful determination of whether each child referred for care really needs to be moved from his family, and if so, determination of what type of care is best suited to the child (e.g. institution, foster family, etc.); consistent work with each child to help him overcome the problems which produced the need for care in the institution; work with parents while children are in the institution, and development of a plan for each child so that he will not remain in the institution indefinitely.

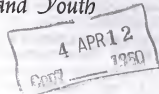
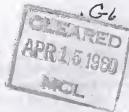
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for

*Illinois Committee for*  
*1960 White House Conference on Children and Youth*

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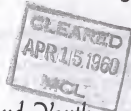


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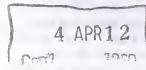
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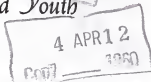
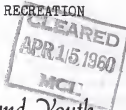
## WORKING PAPER ON LEISURE TIME, CHARACTER BUILDING AND RECREATION

for

# Illinois Committee for 1960 White House Conference on Children and Youth

FERGUSON BUILDING \* 522 E. MONROE STREET \* PHONE 4-2321

SPRINGFIELD, ILLINOIS



The importance of recreation for happy, healthy, meaningful living becomes more apparent every day. For everyone from tiny tots to the retired, recreation can add a vital ingredient to living.

Recreation means relaxation and refreshment from work and tension. It means pleasure and enjoyment. But it can mean more than this. Recreation can bring into our lives adventure, excitement, competition, discovery, creativeness, and an awareness of the highest spiritual values.

By its very nature, recreation is a highly personal matter. What is recreation for one is boredom, fatigue or frustration for another. There are literally hundreds of different kinds of recreation activities.

While some of these activities can be enjoyed alone and without any special preparation or location or equipment, the vast majority of them, to be successful, require organization, planning, special areas or facilities and instruction or leadership. This is as true of the family picnic as it is of the office softball team, or of Junior's music lessons or grandfather's stamp club.

## WHAT MAY BE INCLUDED IN A YEAR-ROUND RECREATION PROGRAM

Community recreation provides for all age groups, small children, boys and girls, young men and women, and adult men and women.

Community recreation provides for a broad program of activities including physical recreation, music, drama, arts and crafts, nature activities, educational and cultural recreation, and church recreation, etc.

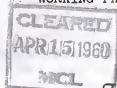
Community recreation strives for a number of definite objectives such as health, safety, character building, education, good citizenship, and happiness.

Community recreation strives to meet the need for recreation in all the different periods of free time such as after school hours, school vacation time, after work hours, holidays, and evenings, etc.

Community recreation uses existing facilities and secures additional needed facilities such as playgrounds; municipal, county, state, and federal parks; woods and forests; beaches and water areas; school buildings, libraries, community houses, auditoriums, museums, church buildings, etc.

The best community recreation program is carried on with the active help and cooperation of many organized governmental, school, park, church, civic, and fraternal groups, etc.

WORKING PAPER ON LEISURE TIME, CHARACTER BUILDING AND RECREATION



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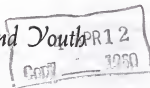
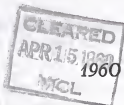
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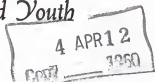
# Illinois Committee for



## 1960 White House Conference on Children and Youth

FERGUSON BUILDING, 522 E. MONROE STREET, PHONE 4-2321

SPRINGFIELD, ILLINOIS



Discussion in this paper will be limited to those schools which are non-tax-supported. They are most commonly referred to as "private" or "parochial" schools, although a more complete and accurate classification indicates several designations. Over ninety per cent of the non-public schools of Illinois are Catholic schools, and it is these with whom this writer is most familiar. In general, however, the organizational set-up, administration, and financing of the other non-public schools greatly resembles that of the Catholic schools, consequently any observations concerning Catholic schools will in most cases apply as well to other non-public schools, such as Lutheran, Jewish, Seventh Day Adventist, etc.

Non-public schools exist for the most part to provide a service which the public school, either by law, organization, or financial limitations cannot provide. The most common service would be a complete religious training (Catholic, Lutheran, Hebrew, etc.), although there are other special reasons, such as military training, a smaller, more tutorial atmosphere, specialized training in one of several areas, etc. In general, the same curriculum is followed as that in the public schools, with the addition of religious training, military training, etc., according to the purpose of the school.

The most obvious difference in public and non-public schools is that the latter receive no tax-support. They are supported entirely by the tuition paid by the students or by funds provided by the particular religious denomination which operates the school. Non-public school students in Illinois do receive health and welfare benefits provided by state or local governmental bodies (e.g. bus transportation and health services) in much the same fashion, and in most cases to the same degree as public school students. It is important to note that these services follow the principle of aid to the "student" rather than to the "school", and are limited to health and welfare benefits.

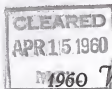
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(b) An inter-parochial school is one which serves several parishes, the expenses being pro-rated according to attendance figures.

(c) A school owned and operated by a religious order such as the high schools operated by the Jesuit, Franciscan, Carmelite, and Dominican Fathers; the Christian brothers; or the schools owned and operated by Franciscan, Dominican, Visitation, and St. Joseph Sisters.

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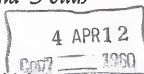
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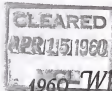
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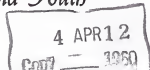
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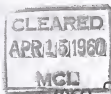
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for

## Illinois Committee for

1960 White House Conference on Children and Youth

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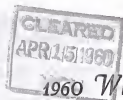
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(d) A strictly private school, either denominational or non-sectarian owned by a non-profit corporation, usually to provide a special service such as military training, some form of special education, etc.



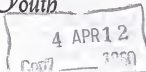
for

## Illinois Committee for

## 1960 White House Conference on Children and Youth

FERGUSON BUILDING ♯ 522 E. MONROE STREET ♯ PHONE 4-2321

SPRINGFIELD, ILLINOIS



Since the 1950 White House Conference on Children and Youth, changes affecting family life education can be observed. There is a greater stress on family interrelationships and on strengthening of the family unit through better understanding of the behavior of individuals and their needs. Parents tend to show more confidence in handling minor problems and to rely on their own informed judgment. Parents are better able to recognize behavior problems as they develop in children and seem more willing to use professional personnel and mental health services for serious problems. In child rearing techniques the pendulum seems to be swinging back from permissiveness to an emphasis on setting of limits and firmer guidance techniques.

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Although more homemakers are employed outside the home and families feel increasing pressures on energy and time, family life and parent education have expanded in the past nine years.

Many people feel that professional leadership for study groups is not as necessary as it was ten years ago. Trained lay leaders are effective, and some study groups seem to grow and flourish without recognized leadership.

Organized parent education programs have made gains but family life education for high school and college students has been replaced in some communities by courses in mathematics, science, and other traditionally academic subjects.

Parent Education Programs

The Illinois Congress of Parents and Teachers has a widespread parent education program. Some units have study groups in addition to their regular association meetings. Colleges, universities, and public school teaching staffs, as well as many other professional and lay people, have aided in directing programs. In the school year 1957-58, 450 lay leaders were trained. They presented material to some 7,000 parents in study groups. There is more parent and family life education than is reported because many groups report their activities under such topics as child health or nutrition rather than as family life education.

The Association for Family Living of Chicago is a specialized social agency concerned with family life education. The Association works with parents and youth in schools and colleges, parent groups, churches, settlement houses and other agencies, offering trained leadership in child guidance, family life education, sex education, and preparation for marriage as well as personal counselling. From 700 to 1,100 meetings were held yearly from 1950 to 1959 and from 30,000 to 43,000 persons participated each year. The Association initiated a program for parents of mentally retarded children in 1947. It also conducts sex education programs for Chicago PTA units and for children in the seventh and eighth grades in suburban Chicago school systems.

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for

Illinois Committee for

1960 White House Conference on Children and Youth

FERGUSON BUILDING • 522 E. MONROE STREET • PHONE 4-2321

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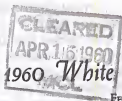
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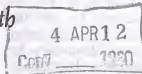
Illinois Committee for



House Conference on Children and Youth

FERGUSON BUILDING 522 E. MONROE STREET PHONE 4-2321

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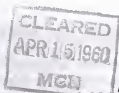
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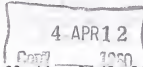
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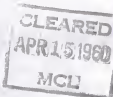
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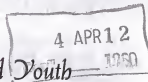


WORKING PAPER ON PRIVATE FAMILY AND CHILD WELFARE

for

Illinois Committee for

1960 White House Conference on Children and Youth



FERGUSON BUILDING 4 522 E. MONROE STREET 4 PHONE 4-2321

SPRINGFIELD, ILLINOIS

Private Family and Child Welfare Services as compared to public social services are historically older. They are distinguished by the fact that they receive their support from the local community or county they serve. Generally, their policies are set by a Board of Directors made up of local people.

The growth in the number of Family Agencies during the last decade has been small. They are still restricted to the large population areas. Family Agencies continue the trend away from a relief function to one which provides counselling to families and children in an effort to prevent and seek solutions for the problem of family breakdown. The level of skill in Family Agencies has increased to the point where most, though surely not all, agencies now employ only fully trained Social Workers, who have obtained their Master's degree. There is a growing recognition that treatment of family problems while children are still in their own homes is of primary importance to a community, as evidenced in the recent report of the United States Senate Sub-Committee on Juvenile Delinquency. Full support for Family Agencies must come from the local community or county, but it continues to be difficult to sell this necessary service. It is unlikely that the rural areas of our state will ever be covered by private Family Service Agencies.

There has been a general recognition by the Children's Agencies in our state of the importance of working with the child's own family, even when a child needs placement. This has seldom been applied, particularly by our institutions. There are fewer children in care in children's institutions today than there were 10 years ago. It is in the area of institutional care that we have our greatest untapped resource, and the greatest lack in meeting the need. Many institutions, firmly entrenched in their communities, serve children as they served them decades ago, without the application of techniques for child care which have become common knowledge. Many of our institutions only take the younger child, and reject the adolescent for placement. We know today that the impersonal nature of an institutional setting can sometimes be helpful to the disturbed adolescent, but only can be harmful to the process of the growing personality of an infant to twelve year old. The one exception would be the few situations where a large number of children from one family come under care on a temporary basis and can only be housed in an institution rather than a foster home. Few institutions plan for the proper intake of children, and even fewer work meaningfully with the natural parents and the child for his eventual return. Children coming to Children's Agencies in the last 10 years are more often disturbed than dependent. The majority of children who came to agencies 50 years, or even 20 years, ago were more often dependent than disturbed. Treatment resources must be developed through the provision of proper casework and psychiatric service to meet the needs of the children we accept today. With present-day knowledge and skill, we are challenged to offer proper remedial service to all children who come under care, or be accused of neglect. Many of our Children's Institutions are nothing more than human zoos where children are kept for the edification of the public which supports the agency. We cannot permit ourselves to be caught in the cultural lag of supporting institutions which would be considered good by standards of the 1890's but were out-dated by the 1920's.

X-HV741

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for

*Illinois Committee for*  
*1960 White House Conference on Children and Youth*

FERGUSON BUILDING / 522 E. MONROE STREET / PHONE 4-2321

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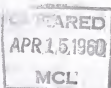
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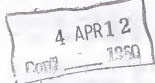
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for

Illinois Committee for



1960 White House Conference on Children and Youth

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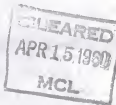
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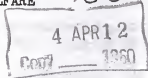
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WORKING PAPER ON PRIVATE FAMILY AND CHILD WELFARE

for



X-HV741

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#64

## Illinois Committee for 1960 White House Conference on Children and Youth

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Illinois Committee for

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SPRINGFIELD, ILLINOIS

Purpose and Scope of Public Child Welfare

Public child welfare agencies, in general, provide services to parents and children in order that children may have the care, protection and guidance they need and in order that their home life may be maintained and strengthened. If the children's own homes cannot meet their individual needs, then, such child welfare agencies plan substitute temporary or long-time care in foster family or adoptive homes, or in institutions. The over-all objective is to provide the kind and quality of service which can assure the children wholesome growth and personality development to the end that they may become stable and productive adults.

Help to children in their own homes includes a variety of services. Foremost is the work with the parents in connection with their parent-child relationships or with special problems stemming from their physical, emotional, educational, recreational, economic or social difficulties. In such situations, the parent may be helped to utilize medical or psychiatric services, specialized schools, financial assistance, legal aid, judicial agencies, and leisure-time facilities. Or, they may be assisted through use of homemakers in time of illness or temporary absence of the mother. Day-care centers or day-care foster homes may likewise be utilized when mothers have to work, or in some cases, where, for the mother's own mental health and for the child's own good, several hours of day care of high quality is indicated.

Emphasis throughout is placed on preserving the child's own home because there is no real substitute for it.

However, when out of necessity due to complete family breakdown or proven inadequacy of parental care, substitutes must be found for the child, foster care is provided, geared to the child's individual needs. It may be a foster family home, when new family ties are still significantly important, or an adoptive home when a permanent new family is needed, or an institution when living within a group is more helpful than life with a closely knit foster family.

Underlying all placement is the concept that substitute care is not an end in itself; it is only part of a treatment plan for the child and his natural family, hopefully for their eventual rehabilitation and reunion.

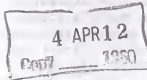
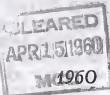
In brief, the public child welfare agency, like the voluntary child welfare agency, assumes a helping task which utilizes the native capacities of parents and their children, the skill and knowledge of the agency staff, and the available resources within the county.

Characteristics of Public Child Welfare in Illinois

Public child welfare service in Illinois, unlike the rest of the states, is limited in scope and in geographical coverage.

The statewide agency is the Child Welfare Services (program) of the Illinois

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## WORKING PAPER ON PUBLIC CHILD WELFARE

for

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SPRINGFIELD, ILLINOIS

4 APR 12

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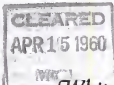
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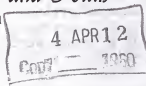
for

Illinois Committee for

1960 White House Conference on Children and Youth

FERGUSON BUILDING • 522 E. MONROE STREET • PHONE 4-2321

SPRINGFIELD, ILLINOIS

Purpose and Scope of Public Child Welfare

Public child welfare agencies, in general, provide services to parents and children in order that children may have the care, protection and guidance they need and in order that their home life may be maintained and strengthened. If the children's own homes cannot meet their individual needs, then, such child welfare agencies plan substitute temporary or long-time care in foster family or adoptive homes, or in institutions. The over-all objective is to provide the kind and quality of service which can assure the children wholesome growth and personality development to the end that they may become stable and productive adults.

Help to children in their own homes includes a variety of services. Foremost is the work with the parents in connection with their parent-child relationships or with special problems stemming from their physical, emotional, educational, recreational, economic or social difficulties. In such situations, the parent may be helped to utilize medical or psychiatric services, specialized schools, financial assistance, legal aid, judicial agencies, and leisure-time facilities. Or, they may be assisted through use of homemakers in time of illness or temporary absence of the mother. Day-care centers or day-care foster homes may likewise be utilized when mothers have to work, or in some cases, where, for the mother's own mental health and for the child's own good, several hours of day care of high quality is indicated.

Emphasis throughout is placed on preserving the child's own home because there is no real substitute for it.

However, when out of necessity due to complete family breakdown or proven inadequacy of parental care, substitutes must be found for the child, foster care is provided, geared to the child's individual needs. It may be a foster family home, when new family ties are still significantly important, or an adoptive home when a permanent new family is needed, or an institution when living within a group is more helpful than life with a closely knit foster family.

Underlying all placement is the concept that substitute care is not an end in itself; it is only part of a treatment plan for the child and his natural family, hopelessly for their eventual rehabilitation and reunion.

In brief, the public child welfare agency, like the voluntary child welfare agency, assumes a helping task which utilizes the native capacities of parents and their children, the skill and knowledge of the agency staff, and the available resources within the county.

Characteristics of Public Child Welfare in Illinois

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Illinois Committee for

## 1960 White House Conference on Children and Youth

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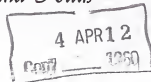


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## Illinois Committee for 1960 White House Conference on Children and Youth

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Discussion in the following pages will be limited to the common schools. Data presented will not apply to state institutional care and education of children, and will not relate to public education as conducted by the six state universities.

Among the trends in this present decade, we observe major changes brought about by the increasing number of pupils in our schools, by the increased cost due to a growing school population and higher price levels, and by consolidation of school districts.

In 1950 Illinois had 4,880 school districts, a number which represented a great reduction from the 1945 figure of 11,955 districts. In October 1958, the number of districts still existing was 1770. A total of 1,178,702 pupils enrolled in 1950. The estimated enrollment in 1959 is 1,735,000. Teachers in our public common schools numbered 44,645 in 1950. The present number is estimated at 67,700.

Reorganization of school districts and improved highways have expanded school transportation programs. Reports show that in 1950 there were 169,970 pupils transported to our public schools. By 1959 the number has grown to at least 328,000.

In each biennial legislative session during the present decade appropriations have been made to the Office of the Superintendent of Public Instruction for the study of curriculum development. Various pamphlets, guides, and reports on specific curricular projects have been prepared for distribution from such office, and many local districts now carry on curriculum study projects.

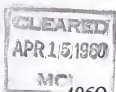
In our more progressive school systems, particularly in the more populous centers, special school facilities have been arranged for pupils who are physically, socially, emotionally and mentally in need of adapted programs. In 1950 there was an average enrollment through the school year of 51,769 pupils in such "special education"; and in 1959 it is estimated that there are 74,000 pupils in these programs. A 1957 law requires a school census to be taken by the school districts, working through the office of the county superintendent of schools, to locate children in need of special education and to present facts related to programs to meet the needs of such children.

A relatively small number of our school districts are carrying on projects of study and research for the gifted children. Attempts are being made to coordinate such study through the Office of the Superintendent of Public Instruction by obtaining a special legislative appropriation for such purpose.

It is known that there has been a growing number of counselors and social workers employed by school districts to better coordinate the efforts of school, home and community for children whose educational problems seem to need the service of others than members of the regular instructional staff.

In the early part of the current decade state legislative appropriations were made to supplement federal and local monies to conduct the school lunch program, but the state appropriation for such purpose was discontinued in 1955.

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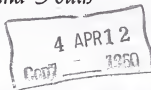
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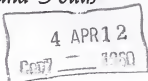
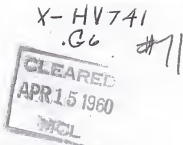
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SPRINGFIELD, ILLINOIS



What IS Mental Health?

No one definition of mental health has yet been formulated that would apply equally to persons of all ages in all walks of life.

This fundamental truth is expressed in a recent book by Marie Jahoda, Ph.D., titled, "Current Concepts of Positive Health," the first in a series of reports on studies conducted by the Joint Commission on Mental Illness and Health.

To some extent, Dr. Jahoda advises, definitions of mental health must be considered matters of convenience. A definition in itself solves no problems, adds nothing to knowledge. All that can be expected from a definition is its usefulness in serving the purposes of science.

Unfortunately, as Dr. Jahoda also points out, many attempts to define mental health go far beyond this scientific approach. Often these definitions embrace a general or personal philosophy--specify what human beings should be, and how they should react to situations.

Such attempts to give meaning to the idea of mental health are, in a sense, but a reflection of society's efforts to grapple with the nature of man as he ought to be or could be--not the nature of the whole man as he is at any given age.

On the other hand, though mental health at this point in our research is still a nebulous quantity, certain legal standards have been established for judging mental illness.

The Illinois Mental Health Code makes this definition of a mentally ill person:

"Any person afflicted with mental disease to such an extent that for his own welfare, or the welfare of others or of the community, he requires care, treatment, detention and training, and which renders him incapable of caring for and managing his own estate."

It is important to note the code makes no reference to age.

In fact, children in increasing numbers are committed to state institutions each year as mentally ill. Among them are children not yet six years of age. Also among them are children who suffer dual and sometimes multiple handicaps of mental illness combined with epilepsy, blindness, deafness, speech impairment, physical handicaps, and mental retardation.

Here it should be stressed that the problem of mental retardation has assumed staggering proportions in Illinois and many other states. And this problem must be given serious consideration in the nation's planning for improved mental health programs.



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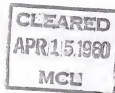
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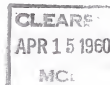
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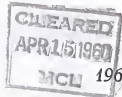
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## 1960 White House Conference on Children and Youth

FERGUSON BUILDING / 522 E. MONROE STREET / PHONE 4-2321

SPRINGFIELD, ILLINOIS

4 APR 12

1960

Over 177,000 Illinois children under the age of 18 years -- enough to fill a city one and a half times the size of Peoria -- are currently living in homes with income so meager that the children would lack essential food, clothing, medical care, and other necessities were it not for the help provided through the Aid to Dependent Children or General Assistance programs.

Maintenance, care and service to these children costs in the neighborhood of \$7.7 million per month.

Both programs are the responsibility of the Illinois Public Aid Commission.

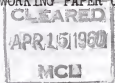
Since these two child care programs directly affect more children than any other Illinois child welfare service, the adequacy and the appropriateness of the aid and service they provide must be of fundamental concern to all those deeply interested in the well-being of all children living in the State of Illinois.

The following information is provided to enable Illinoisans participating in planning for the 1960 White House Conference on Children and Youth to evaluate the role played by Aid to Dependent Children and General Assistance as part of the total Illinois program for the welfare of all Illinois children. It is hoped also that the information will enable the Conference participants to determine the areas in which these programs need strengthening and re-direction in the next decade in order that they might contribute more effectively toward a better life for Illinois children in a period which will undoubtedly be turbulent with tremendous economic and social change.

### FAMILY CENTERED FOCUS OF THE PROGRAMS

In contrast with other child welfare services, which focus on children with special problems that usually entail care and treatment in foster homes or institutions, both Aid to Dependent Children and General Assistance have the primary objective of making it possible for the child to remain in his own home with his parents or other close relatives despite their inability, for various reasons, to provide the money needed to support the child at a minimum level of decency and health. While Illinois, wisely, has in recent years broadened both programs by legislative action so that, under certain limited conditions, aid may be given a child who cannot remain in his own home, all casework and other services given are directed to overcoming those factors in the family life which, in addition to financial need, might cause the breakup of the home and the consequent severe deprivation of the child.

Because of their magnitude and consequent costliness, and because they provide assistance and service to adults as well as children, both programs have periodically been subjected to impassioned attack. This criticism has sometimes resulted in proposals for lowering the standards that determine whether a family is sufficiently needy to qualify for aid and the amount of aid it is to receive after qualifying. It has sometimes resulted in proposals that the



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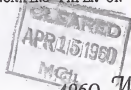
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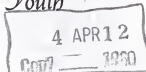


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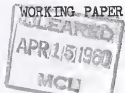
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In contrast with other child welfare services, which focus on children with special problems that usually entail care and treatment in foster homes or institutions, both Aid to Dependent Children and General Assistance have the primary objective of making it possible for the child to remain in his own home with his parents or other close relatives despite their inability, for various reasons, to provide the money needed to support the child at a minimum level of decency and health. While Illinois, wisely, has in recent years broadened both programs by legislative action so that, under certain limited conditions, aid may be given a child who cannot remain in his own home, all casework and other services given are directed to overcoming those factors in the family life which, in addition to financial need, might cause the breakup of the home and the consequent severe deprivation of the child.

Because of their magnitude and consequent costliness, and because they provide assistance and service to adults as well as children, both programs have periodically been subjected to impassioned attack. This criticism has sometimes resulted in proposals for lowering the standards that determine whether a family is sufficiently needy to qualify for aid and the amount of aid it is to receive after qualifying. It has sometimes resulted in proposals that the

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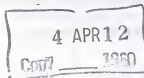


Illinois Committee for

1960 White House Conference on Children and Youth

FERGUSON BUILDING • 522 E. MONROE STREET • PHONE 4-2321

SPRINGFIELD, ILLINOIS



#### INTRODUCTION\*

The profound and rapid economic and social changes which have characterized the United States throughout its development have been accelerated and redirected by the course of events in the postwar and cold-war setting of the past twelve years. Among the significant postwar changes in American life manifest in Illinois, as well as in all parts of the nation, are resurgent national population growth resulting from a marriage and birth rate boom and, as a result, a considerable increase in the number and proportion of children and youth in the total population. For example, in the country as a whole, children under ten numbered 21.2 million in 1940 and made up 16 percent of the population. By 1950, children of this age increased to 29.6 million and constituted 20 percent of the population. As of 1957, youngsters under ten totaled 37.1 million and constituted 22 percent of the total population of the country. Thus, between 1940 and 1950 children under ten years of age increased by 40 percent; and between 1950 and 1957 by an additional 25 percent. In the short span of 17 years since 1940 children under ten years of age in the United States have increased 75 percent!

This tidal wave of youngsters of which, of course, the State of Illinois has had its share as is indicated in the materials presented below are creating new and unprecedented demands for increased facilities of every type. Agencies concerned with education, recreation, religion, health and welfare, and public services as well as the business community must necessarily expand their facilities and the production of services or goods to meet the requirements of the greatly increased number and proportion of youngsters. The recognition of this need is, of course, one of the factors accounting for the program being prepared for the 1960 White House Conference on Children and Youth. The future of America must necessarily depend in large measure on the effectiveness with which the needs of America's postwar youth are adequately met.

The materials which are presented in this paper summarize some of the more important facts relating to the resurgent population growth and changing age structure of the State of Illinois, by counties. These materials are designed to provide basic statistical information as a preliminary to consideration of the problems of youth in every part of the State.

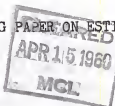
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An estimated 9,754,000 persons were residing in Illinois in July 1957; this represents an increase of 12 per cent (or 1,042,000 persons) over the State's 1950 Census population of 8,712,000.

Population in the 12 counties making up metropolitan State economic areas increased by 15 per cent during the seven-year period, from 6.2 million in 1950 to 7.1 million in 1957. In the nonmetropolitan State economic areas, population increased by 5 per cent, or from 2.5 to 2.7 million.

\*Prepared by Dr. Philip M. Hauser





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FERGUSON BUILDING / 522 E. MONROE STREET / PHONE 4-2321

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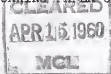
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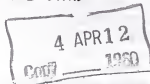
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# Illinois Committee for 1960 White House Conference on Children and Youth

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SPRINGFIELD, ILLINOIS



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*Illinois Committee for  
1960 White House Conference on Children and Youth*

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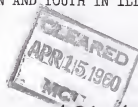
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FERGUSON BUILDING, 522 E. MONROE STREET, PHONE 4-2321

SPRINGFIELD, ILLINOIS



PART I. LABOR FORCE PARTICIPATION OF YOUNG PERSONS

I n t r o d u c t i o n

The most useful statistics in respect to "employment as it affects young people" would seem to be how many young persons are employed and how many young persons of each age group enter the labor force. Just how many young persons 14-19 years of age are members of the Illinois labor force or who enter the labor force annually is not known with a close degree of accuracy. The first section of this paper therefore, will be devoted to examining available data which help to answer these questions.

The term labor force participation is used to indicate the percent or proportion of the population who are members of the labor force.

The term labor force includes all persons who are classified as employed or unemployed.<sup>1/</sup>

Employed persons comprise all civilians 14 years old and over who are at work for pay or profit, or who worked for 15 hours or more on a family farm or in a family business, or who have a job but are temporarily not at work because of illness, vacation, industrial dispute, or layoff of less than 30 days.<sup>1/</sup>

Unemployed persons are new or experienced workers who are looking for work.<sup>1/</sup>

Most persons are members of the labor force by 18 years of age

Labor force participation for some persons begins at an early age. A few persons are as young as fourteen years of age when they enter the labor force. Of all 14 year olds in the Illinois population, 6.5 percent or one in 15 was a member of the labor force, according to the 1950 Census.<sup>2/</sup>

At each age after fourteen, a substantial proportion of young persons enter the labor force. According to the 1950 Census, at age 16 one in 5 persons, and at age 17 nearly 6 out of 10 persons were members of the Illinois labor force. In 1950, 74 percent of all males aged 19 were members of the Illinois labor force; while 58 percent of all 19 year old females were labor force members; this indicates that most person

<sup>1/</sup> As defined in the Census of Population, 1950, Vol. II, Part 13, p. xxi. See also Current Population Reports, Series P-23, No. 5, for revised definition which includes persons on layoff as "unemployed" not "employed" in Census data issued since 1957.

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# Illinois Committee for 1960 White House Conference on Children and Youth

FERGUSON BUILDING, 522 E. MONROE STREET, PHONE 4-2321

SPRINGFIELD, ILLINOIS



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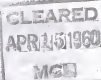
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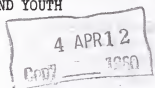
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WORKING PAPER ON THE HEALTH STATUS OF CHILDREN AND YOUTH

for



*Illinois Committee for*  
*1960 White House Conference on Children and Youth*

FERGUSON BUILDING • 522 E. MONROE STREET • PHONE 4-2321

SPRINGFIELD, ILLINOIS

The most famous citizen of Illinois, Abraham Lincoln, once said: "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it". This was never more true than it is today when we examine and analyze the present situation regarding health in Illinois.

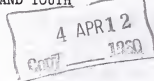
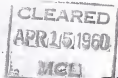
In a period when growth, change and rapid development are considered the normal, and when technology has never advanced faster, the current status of health becomes a matter of measurement of the direction of movement, though here and there favorable end points or milestones may be reached.

Many factors influence the health of the people of Illinois. The population itself is rapidly increasing. The birth rate continues high, the infant death rate remains low, the result:--more and more children and more and more young adults. It is a mobile population, traveling to work, to play, and from home to home. There is a definite growth in urbanization and suburbanization. Though some counties have lost population, there has been a tremendous increase in the greater Chicago area. Social stratification has generally lessened, and minority groups are gradually receiving acceptance. There has been economic improvement and expanding opportunity, but some areas of the State have suffered a decline in employment, producing health problems. There has been some improvement in opportunity for the non-white. Some areas of the State show a tremendous movement of Negro families and the Negro proportion of the total population in Chicago is rapidly increasing. Universal public education is virtually a reality but schools are crowded. Our value systems seem to be changing with more emphasis on the material aspects of life and assurance of security and a greater tendency to look to the "government" as the great provider. With this, community pattern of organization have changed. There are more government agencies, more responsibilities placed on schools and hospitals, more health and welfare departments, and more and more voluntary groups. In the health field as in others, such voluntary groups have provided leadership, strength and made major contributions, but they are in competition one with another for the time of people and of institutions. This can be clearly seen in the pressure of official and voluntary groups on the schools, in seeking to bring their services or messages to the children or their teachers. The health of children and youth must be related to the difficulties of growing up with more fluid limits, less exact guide lines, shifting social bases that hinder stable personality development, increase tensions and make for difficulties in adjustment and dissatisfaction. With ease of communication, the growing child is besieged on every side with information, some fear provoking, some half truth, some good.

Health has many meanings in the understanding of various people. Perhaps the broad definition of the World Health Organization will serve:--".....the state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". It has many parts: health promotion and education, prevention and specific protection, early diagnosis and treatment, disability limitation and rehabilitation. While the parent is responsible for the health of the infant and the child

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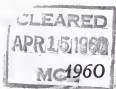
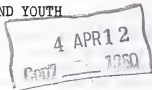
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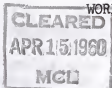
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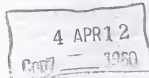
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The most famous citizen of Illinois, Abraham Lincoln, once said: "If we could first know where we are and whither we are tending, we could better judge what to do and how to do it". This was never more true than it is today when we examine and analyze the present situation regarding health in Illinois.

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Many factors influence the health of the people of Illinois. The population itself is rapidly increasing. The birth rate continues high, the infant death rate remains low, the result:--more and more children and more and more young adults. It is a mobile population, traveling to work, to play, and from home to home. There is a definite growth in urbanization and suburbanization. Though some counties have lost population, there has been a tremendous increase in the greater Chicago area. Social stratification has generally lessened, and minority groups are gradually receiving acceptance. There has been economic improvement and expanding opportunity, but some areas of the State have suffered a decline in employment, producing health problems. There has been some improvement in opportunity for the non-white. Some areas of the State show a tremendous movement of Negro families and the Negro proportion of the total population in Chicago is rapidly increasing. Universal public education is virtually a reality but schools are crowded. Our value systems seem to be changing with more emphasis on the material aspects of life and assurance of security and a greater tendency to look to the "government" as the great provider. With this, community pattern of organization have changed. There are more government agencies, more responsibilities placed on schools and hospitals, more health and welfare departments, and more and more voluntary groups. In the health field as in others, such voluntary groups have provided leadership, strength and made major contributions, but they are in competition one with another for the time of people and of institutions. This can be clearly seen in the pressure of official and voluntary groups on the schools, in seeking to bring their services or messages to the children or their teachers. The health of children and youth must be related to the difficulties of growing up with more fluid limits, less exact guide lines, shifting social bases that hinder stable personality development, increase tensions and make for difficulties in adjustment and dissatisfaction. With ease of communication, the growing child is besieged on every side with information, some fear provoking, some half truth, some good.

Health has many meanings in the understanding of various people. Perhaps the broad definition of the World Health Organization will serve:--".....the state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". It has many parts: health promotion and education, prevention and specific protection, early diagnosis and treatment, disability limitation and rehabilitation. While the parent is responsible for the health of the infant and the child

for

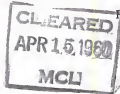
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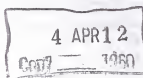
## Illinois Committee for

## 1960 White House Conference on Children and Youth



FERGUSON BUILDING 522 E. MONROE STREET PHONE 4-2321

SPRINGFIELD, ILLINOIS



Work occupies the major part of the adult's waking hours. It influences his physical health and well-being, his mental and psychological health and adjustment, and his social status, including his place and manner of living. An activity with so wide an influence is obviously of great significance to the individual.

Work is of great importance to society, also. The necessity for the most effective utilization of the nation's manpower needs no emphasis. The wise utilization of the abilities of our people goes beyond the meeting of current needs in science and technology; it includes the need for the cultivating and encouragement of those having aptitudes which can lead to contributions in the arts, the humanities, and the broad field of human relations, including politics and the social sciences.

In a democratic society, it is essential that there be freedom of choice in one's occupation. Individuals are not assigned to occupations, even on the basis of tests of aptitudes and abilities. They are encouraged to select an occupation which is not only compatible with such aptitudes and abilities, but which is suitable in terms of interests and personality factors. There need be no conflict between the needs of society and the needs of the individual. Indeed, in a democracy it is assumed that what is good for the individual is good for society.

The choice of an occupation, the obtaining of appropriate training in preparation for it, and the making of a satisfactory adjustment to the occupation (which involves securing and holding an appropriate job or position) is a long-term process. In our complex and changing society, the individual frequently needs some assistance in making an intelligent and appropriate choice and in planning his career in the field of his choice. Such help is provided by vocational counseling.

There are four major sources from which the individual may obtain such counseling, in addition to the informal counseling provided by parents, relatives, friends and teachers. These four sources are: (1) counseling programs in the public schools; (2) counseling services provided by the Illinois State Employment Service; (3) vocational rehabilitation services provided by the Division of Vocational Rehabilitation to physically and mentally handicapped adults; and (4) services provided by private agencies, such as the Jewish Vocational Service. We shall summarize the services provided by the first three of these sources; no data are immediately available concerning the extent of services provided by private agencies.

for

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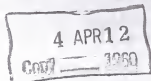
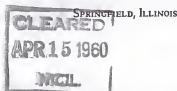
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#90

## Illinois Committee for

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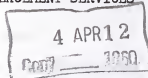
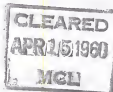
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Illinois Committee for

1960 White House Conference on Children and Youth

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SPRINGFIELD, ILLINOIS



#91

X-HY741

G6

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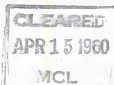
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## Illinois Committee for

### 1960 White House Conference on Children and Youth

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SPRINGFIELD, ILLINOIS



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X-HV 743

· N5C5



#93

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**CITIZENS LOOK AT  
THEIR HEALTH SERVICES  
FOR CHILDREN**

*A Report*



CITIZENS COMMITTEE ON CHILDREN  
OF NEW YORK CITY, INC.

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X-HV 743  
· N5 C5



#94

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**CITIZENS LOOK AT  
THEIR SCHOOLS**

*A Report*



CITIZENS COMMITTEE ON CHILDREN  
OF NEW YORK CITY, INC.

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*Que es la Asociación de*  
**PROTECCION A LA INFANCIA**



**EVA SAMANO DE LOPEZ MATEOS**

X-HU763



Bekennnis  
des R.D.G.  
NÜRNBERG  
1936

105

37 X-HV 763.

#97

Preis 10 Pfennig



Der

**R · D · K**

**Reichsbund der Kinderreichen**

angeschlossen dem Rassenpolitischen Amt  
der NSDAP. Reichsleitung



**Was ist er?**

**Was will er?**

X-HV 763

#98

# Bekenntnis zum Kinderreichtum der Tüchtigen

Rede  
des Gauleiters und Reichsstatthalters Fritz Sauckel  
am 26. Juni 1938 in Weimar

Herausgegeben vom Gauorganisationsamt der NSDAP. / Gau Thüringen

X-HV763

#99



**Richtlinien für die Auslese  
und  
Anweisung für  
das Nachprüfungsverfahren**

Für den Dienstgebrauch herausgegeben  
vom

**Reichsbund Deutsche Familie**  
/ Kampfbund für den Kinderreichtum  
der Erbtüchtigen e. V.



---

Berlin, im April 1940



105

X-HV763

100

# Gibt unsern Kindern deutsche Namen



X-HV774  
A606

PRESIDENZA DEL CONSIGLIO DEI MINISTRI

#101

## OPERA NAZIONALE PER GLI ORFANI DI GUERRA

(Legge 26 luglio 1929, n. 1397, pubblicata nella *Gazzetta Ufficiale* n. 189 del 14 agosto 1929, e Regolamento esecutivo approvato con R. decreto 13 novembre 1930, n. 1642, pubblicato nella *Gazzetta Ufficiale* n. 295 del 30 dicembre 1930).



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X-HV792

#102

# LA PROTECCIÓN DE MENORES EN ESPAÑA

*CARACTERÍSTICAS GENERALES  
Y FINES DE LA OBRA*



BARCELONA  
1932

# Foster Parents' Plan For War Children, Inc.

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Telephone Stamford Hill 7081  
Cable Address: POSTCHILD  
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AFRICAN CULTURE SCHOOL  
FRIENDS SEMINARY GROVE SCHOOL  
ROCKFORD COLLEGE  
SARAH LAWRENCE COLLEGE  
SUNNYSIDE PROGRESSIVE SCHOOL  
UNITED CHRISTIAN YOUTH MOVEMENT  
WINBROOK SCHOOL

(Registered with U. S. State Dept. #57)

## AMERICAN HEADQUARTERS

55 WEST 42nd STREET, NEW YORK, N. Y.  
Telephone LONGACRE 5-1096 \* Cable Address: Fosterplan

#103

December, 1941

X-HV 875

Dear Friend:

We are pleased to enclose herewith the first yearly report written by Anna Freud, who is in direct charge of the Hampstead Nurseries, run by the Foster Parents' Plan for War Children in England.

Complete reports are issued by Miss Freud every month. We will be glad to send them to you for a minimum contribution of \$10 per year. This amount just covers the work entailed in getting the reports out.

Needless to say, the Hampstead Nurseries need funds urgently if they are to continue the good work being done for children in England. Children of all nations suffering as a result of Nazi aggression are accepted into the nurseries. We care for Czech, Belgian, Austrian, French, Dutch and British youngsters.

We must send \$6,000 per month to Miss Freud for her work. It is not an easy task. We must call upon you for aid. Will you help, please? Contributions of any size will be gratefully accepted.

We want to assure you that all funds contributed to the Hampstead Nurseries will go in their entirety to England—for just that purpose.

We do so hope we shall hear from you soon.

Sincerely yours,

Edna Blue

Edna Blue

Executive Chairman

## CHILDREN'S SANCTUARIES AT:

Broxwood, Cornwall, Hampstead, Lincolnshire, Market Rasen, Nottinghamshire and Wexham, England.

Our organization in England cooperates with The International Commission, The London County Council, Hampstead County Council and The British Women's Voluntary Service, which includes relief for Polish, Czech, Dutch, Belgian, Spanish and French refugee children.

Children of all nations - suffering Nazi aggression,  
receive food, shelter and loving care through the Foster Parents' Plan.

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UNITED CHRISTIAN YOUTH MOVEMENT  
WINBROOK SCHOOL

(Registered with U. S. State Dept. 257)

## AMERICAN HEADQUARTERS

55 WEST 42nd STREET, NEW YORK, N. Y.  
Telephone LONGACRE 5-1088 • Cable Address: Fosterplan

December, 1941

Dear Friend:

XHV 375

#104

To divert any aid from the children in England now, would be playing right into the hands of our enemies.

For over five years this organization has been helping children suffering as a result of Nazi aggression. Spanish, Polish, Czech, French, Belgian, Dutch and British children alike, receive loving care and a sense of security in the many children's homes established by the Foster Parents' Plan. As the war progressed in Europe, it became impossible for us to continue work in any country but England, in order to continue our help to children of all nationalities.

Today we are faced with a new challenge. We, too, are at war. That we will be called upon to help those in our own country suffering as a result of the new conflict, is true.

Can there be any doubt that in this great land we shall always be able to extend a helping hand to all in need? When we say we must help "our own" now...are we not now one? One in the battle and one in continuing to extend a loving hand to the children in England...children who have found haven in England and who still look to us for help? Let us now, at this crucial moment, not forget them...life must go on for them. It is our fortunate position to extend this life to them.

Let us then reassure them that we will stand by them. We have already cabled our London staff that by advice of the President's Committee, relief work will go on. We have urged them not to lose heart and to continue to give to the children the feeling of security that they have always felt in America.

All eyes turn to America. Let us then have them see us in a continued bond of friendship and good will. Will you help, please?

Sincerely yours

Edna Blue

Edna Blue

Executive Chairman

EB:tm

CHILDREN'S SANCTUARIES LOCATED AT: Stoke Newington.

Brexwood, Cornwall, Hampstead, Lincolnshire, Market Rasen, Nottinghamshire and Worksop, England.

Contributions to Foster Parents' Plan are deductible from income tax.



ERIC G. MUGGERIDGE'S REPORT COVERING:JUNE TO END OF AUGUST 1941.

So many letters are arriving from Foster Parents that we are quite overjoyed! I do so hope Foster Parents will continue to write to the children. It means so very, very much.

X-HV 875

I am going to begin straight off talking about Christmas. I figure that by the time this report reaches you, it will not be any too soon to start getting gifts off to the children if we want to be sure they will have them by Christmas. We have made arrangements here so that all gifts may be accepted by us duty free. I have also arranged with our New York office that you can send the gifts to them to be forwarded to us. Will you please be sure to mark your gift with your child's name and number. The New York office will attend to the rest for you.

Please remember no food package may contain more than two pounds of any one item of food. In making up your gifts, please remember that candy and sweets are scarce in Britain and make a very acceptable gift to children. Of course, gifts of clothing including any item of clothing a child wears would be greatly appreciated. I know many of you will just want to send something joyous, because it is Christmas, and there is no need to tell you how much the children will like gifts of this kind.

We have all had some pretty exciting days. The news came through that Mrs. Eleanor Roosevelt had "adopted" another child. Immediately our phone began ringing asking for photos. We were so glad all the children were able to share in this joy and excitement. Then came the news men from Paramount. I wonder how many of you saw us in the newsreel. We were very proud indeed. Later we learned that a group of 4,000 women members of the Montgomery County Women's Federation, of Pennsylvania, of which Mrs. Clarence B. Burke, is Chairman of Relief, had "adopted" Mary, the twin sister to Tommy, Mrs. Roosevelt's "adopted" child. This symbolizes "America" so well to us. Mothers from all walks of life helping children.

I spent several days with the Priestleys at Broxwood. It is so lovely in this quiet peaceful spot. London is rather hectic and all the time one seems to be living in the shadow of danger. We have learned to live this way and keep right on going. I do not know whether I have been every able to explain to you what it is like, residing in a bombed city. I never like to leave as I always have the feeling of escaping and one does not want to do that when there is work to be done. Upon returning, I am always worried anew as I enter the city and see the destruction which has been caused by the bombings.

Anna Freud and Dorothy Burlingham continue with their wonderful work. We were so surprised and grateful to receive the \$3,000. from Dorothy Thompson and are certainly looking forward to Miss Thompson's visit to the Nurseries, when she comes to England.



Children of all nations — suffering Nazi aggression,  
receive food, shelter and loving care through the Foster Parents' Plan.

# Foster Parents' Plan For War Children, Inc.

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(Registered with U. S. State Dept. #57)

## AMERICAN HEADQUARTERS

55 WEST 42nd STREET, NEW YORK, N. Y.  
Telephone LONGACRE 5-1098 \* \* Cable Address: Fosterplan

#106

December, 1941.

Dear Foster Parents:

X-HV 875

For the past several weeks, letters and cables from our London office have been in a very worried strain. What will happen to the children in England who are being cared for by the Plan, should America enter the war?

As a representative of this organization, I attended a meeting of the President's Committee in Washington recently. Subsequently, there was another meeting held in New York. At this time, we were advised that foreign relief was to continue. We will keep you advised always regarding the work of the Plan. I cabled our London office at once, giving them the good news we were confident would be forthcoming.

For over five years, this organization has been helping children suffering as a result of Nazi aggression. Spanish, Polish, Czech, French, Belgian, Dutch and British children alike, have received loving care and a sense of security in the many children's homes established by the Foster Parents' Plan. As the war went on in Europe, it became impossible for us to work in any country but England. In England today, we are caring for children of all nationalities, who fled to England when their own homelands fell.

This work, we feel, must not only be measured by the actual help it gave the children, but, also by the great moral support to people of all nationalities whose children were not forgotten. Today we are faced with a new challenge. We, too, are at war. That we will be called upon to help those in our own country suffering as a result of this conflict, is true.

CHILDREN'S SANCTUARIES LOCATED AT: Stoke Newington,

Brewster, Cornwall, Hampstead, Lincolnshire, Market Rasen, Nottinghamshire and Worksop, England.

Contributions to Foster Parents' Plan are deductible from income tax.



*Hungry Children*

*Drawing by Käthe Kollwitz*

# I LOVE AMERICANS

BY X-HV 875

EDNA BLUE

*Executive-Chairman*

FOSTER PARENTS' PLAN FOR WAR CHILDREN, INC.

2. #108  
X-HV 875



*Hungry Children*

*Drawing by Kathe Kollwitz*

## SIRENS AND SCHOOL BELLS

by

**EDNA BLUE**

*Executive-Chairman, American Committee*

FOSTER PARENTS' PLAN FOR WAR CHILDREN, INC.  
55 West 42nd Street, New York City



Hungary Children

Drawing by Käthe Kollwitz

## APPLICATION

### TO BECOME A FOSTER PARENT TO A WAR CHILD

Foster Parents are invited to indicate the sex, age and Nationality of the child. No child will ever be turned away from our doors. However, an unrestricted application will allow us to pick a child from the most urgent cases.

On receipt of this application to become a foster parent, the Foster Parents' Plan at once makes arrangements for a war child to be taken into one of the Foster Parents' Sanctuaries, established in what is considered to be safe areas in England. In the sanctuaries the children receive food, shelter and loving care.

● The American foster parent receives as soon as possible a photograph, name age and brief history of the foster child. Every child will be told clearly how he is being provided for and who his foster parent is. In this way, children who have often lost all personal ties will be encouraged to feel the existence of a personal friend rather than a vague dispenser of charity. The cost of maintaining a child is \$15. a month — a total of \$180. per year.

● Each foster parent guarantees a year's maintenance of the foster child—and agrees to maintain a personal relationship with the child by an exchange of letters through our office.

*Foster Parents' Plan For War Children, Inc.*

55 WEST 42nd ST. NEW YORK CITY

Telephone LONGACRE 5-1096

X-HV 875

## The Details

#110

The administration of the Foster Parents' homes is carried out by competent educators, American and British, assisted by a Spanish staff. The financing of the colonies is in the hands of foster parents, individuals or groups of people, mostly from the United States and England.

On receipt of a promise to become a foster parent, the Foster Parents' Plan at once makes arrangements for a child to be taken from the thousands of homeless children in Spain to one of the Foster Parents' colonies. The American foster parent receives as soon as possible a photograph, name, age, and brief history of the foster child. Every child will be told clearly how he is being provided for and who his foster parent is. In this way, children who have often lost all personal ties will be encouraged to feel the existence of a personal friend rather than a vague dispenser of charity.

Each foster parent receives a monthly bulletin from the Colonies; and from time to time letters, drawings and other items from his or her foster child. Each foster parent guarantees for one year the sum of twenty-five cents a day, or seven and a half dollars a month (i.e., approximately \$100 a year) for a year's maintenance of the foster child. The foster parent in addition agrees to maintain a personal relationship with the child by answering letters. The Foster Parents' Plan translates letters, and provides postal and shipping facilities between New York and the children's colonies.

A club, school, or group of friends may adopt a child collectively if certain easy requirements are met. The Foster Parents' Plan accepts gift subscriptions of any amount for its milk canteens maintained in Spanish refugee camps. Contributions specifically given for organizational expense are also acceptable, as all monies paid in for support of foster children are spent in their entirety for the maintenance of the foster child.

## A P P L I C A T I O N

A. I wish to become the foster parent for one year of a Spanish child, sex....., age..... I will pay 25¢ a day, and I will also from time to time send personal greetings to my foster child. My payments will be made: monthly....., quarterly....., yearly.....

I enclose herewith \$..... for my first payment.

B. I wish to donate \$..... to the emergency milk fund for Spanish babies.

Signed: ..... NEW ADDRESS  
..... ROOM 1138.....  
Address: ..... 55 WEST 42ND ST.  
..... NEW YORK, N. Y.  
Date: .....

*Send applications, contributions and requests for additional information to*

**FOSTER PARENTS' PLAN  
FOR CHILDREN IN SPAIN**  
HOTEL BEDFORD, 118 EAST 40th STREET, NEW YORK, NEW YORK  
Telephone: CAledonia 5-1000

X-HV 875 #111

# Foster Parents' Plan For War Children, Inc.

AMERICAN HEADQUARTERS  
55 WEST 42nd STREET • NEW YORK, N. Y.  
Telephone LONGACRE 5-1098

ERIC G. MUGGERIDGE  
Executive Secretary

ROBERT YALLER  
Publicity Director

## For Release:-

CHILDREN AND WAR

by

EDNA BLUE, EXECUTIVE CHAIRMAN

FOSTER PARENTS' PLAN FOR WAR CHILDREN

For the past five and a half years, the Foster Parents' Plan for War Children has been working with children of all nationalities living in a state of war. Since the Plan does not deal with mass relief, the observation as made by its staff, becomes interesting and enlightening to Americans at this time.

More than 15,000 children of Spain, France, Poland, Holland, Belgium and Great Britain have been studied and observed by our staff of psychologists, social workers and teachers.

We quote, herewith, an extract from a report written by a member of the Plan, evacuating a group of Spanish children during a heavy bombardment in Madrid. "As the trucks pulled away down the muddy road, and the children huddled together, amidst tears and confusion a song began. The children sang lustily until one by one the little ones dropped off to sleep".

An extract from a report on a group of Belgian children who had fled to France and caught one of the last boats to England during those fateful days when France fell, follows:



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## AMERICAN HEADQUARTERS

15 WEST 42nd STREET, NEW YORK, N. Y.  
 Telephone LONGACRE 5-1096 • Cable Address: Fosterplan

XHV 875

THE FOLLOWING IS A LETTER WE HAVE JUST RECEIVED FROM  
 ERIC G. MUGGERIDGE, OUR EXECUTIVE SECRETARY IN ENGLAND

Dear Friends:

It is only now during the lulls in the air raids, that we can really get on with the job of caring for children that we started during the blitz. We must make the most of it.

Tubes and shelters are just as crowded with families taking up bunk and platform, sleeping there every night now, just as they were during the blitz. We have, lately, admitted to our sanctuaries, many children whose mothers have had complete breakdowns. Present problems are limitless, let alone those which would follow another series of air raids . . . which may return any night.

Each time we visit the tube-dwellers, our hearts go out to them. The children are pale and thin. They have slept underground for so long. During the day they play amidst the debris and rubble - a battleground for a play-yard.

Our hostels in the country offer clean beds and airy rooms, fields to play in, all that children should have. We are truly grateful that we have helped so many; but there are still thousands of little ones looking for help.

I often wish I could transplant you on one of my trips to the country, so you could hear the children. "They don't come here, do they?" one little one will ask. "I hope you have shelters to sleep in, though" says another, "because you never can tell." After a few days, they talk of nothing but the garden - and oh, the loveliness of it all. "Can my brother come - and all my friends, too?" I am afraid I just reply, "Yes, of course, of course, they can."

So, I ask it of you, - - - may brothers, sisters and little friends come to the countryside too? Will you help, please?

Sincerely yours,

*Eric G. Muggeridge*

Executive Secretary and Director

CHILDREN'S SANCTUARIES LOCATED AT: Stoke Newington,

Broxwood, Cornwall, Hampstead, Lincolnshire, Market Rasen, Nottinghamshire and Worksop, England.

Our work includes help to children of all nationalities

Contributions to Foster Parents' Plan are deductible from income tax.

# Foster Parents' Plan For War Children, Inc.

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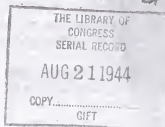
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## FREUD-BURLINGHAM REPORT



August 1944

X-HV 875

### I. Statistics.

The total number of children is 124; 86 of these are resident, 44 in London and 42 in the Country House.

Admissions: - 2 children of 4 with their working mothers; 2 children of 10 months and 19 months, one of them readmitted after absence in hospital.

Departures: One child to go to the country with her mother.

### II. Medical Report.

The children's state of health in both houses is very good. In contrast to this, there have been several cases of sore throats and jaundice among the staff of the Country House; 8 of the adults have been ill so far which created rather difficult working conditions for the others.

### III. Air Raids.

There were only 7 air raids since the last report.

### IV. Financial Problems.

Due to the readmittance of children after the bad air raids in February and March we have more resident children, especially in the Coventry House than we have ever had. Since we are at the moment struggling to make our budget cover all the necessary expenses, we find it very difficult to cope with this increase in numbers. We have therefore made every attempt to persuade these parents to take their children home again. In this we have been singularly unsuccessful. Most of our parents are convinced that London is in for a time of bad raids and they will not hear of removing their children from a place of comparative safety to their own insecure homes.

### V. Parents' Problems.

We have heard from several of our readers that they were interested in the extracts from parents' letters which we included in our June report. It may be of similar interest to follow an individual case in greater detail. The story of this family is a good example of the war time difficulties of a mother of young children and of her incessant struggle to do what she considers the "right thing by them".

Mrs. X's husband, a night cleaner in a hospital, was killed in an air raid

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WELLESLEY COLLEGE  
WINBROOK SCHOOL

I am pleased to enclose \$..... to help war children.

Mr. Odgers  
Administrator  
Frightened  
Title One ....

Name .....  
Address .....  
City ..... State .....  
Date .....

Checks should be made payable to: FOSTER PARENTS' PLAN

Contributions to Foster Parents' Plan are deductible from income tax.



X-HV 875

#114

### ONE DOLLAR

One dollar a day will feed and help clothe  
one mother and child in England today!

Let us not forget England's mothers and  
children now!

Those made homeless during the great raids  
over England are still homeless. The  
thousands of houses demolished by bombs  
cannot be rebuilt now due to the war effort.

Although you are giving and giving on all  
sides -- will you see one mother and  
child through for one day,

### PLEASE?

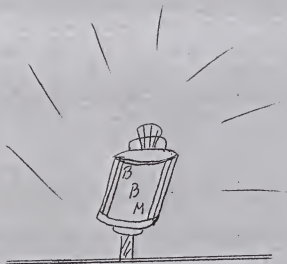
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Brixwood, Cornwall, Hampstead, Lincolnshire, Market Rasen, Nottinghamshire and Warkop, England.

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X-HV 885

N5B5

#115



This is Station  
B.B.M.  
!

X-HV 885

·Ns B5

#116



clock

# THE BOY NOBODY WANTED



X-HV 885  
NSB5

#117



*Hello there!*

ARE YOU INTERESTED  
IN A BOY WHO'S  
TRYING TO MAKE  
GOOD?